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ABSTRACT

This conference presentation describes services to Spanish speaking families developed by the Hope Infant Family Support Program in San Marcos, California. It discusses the program's evolution from one-on-one translation, to a more bilingual program, to monolingual Spanish, and shares the pitfalls and the successful strategies encountered in offering family-centered services in Spanish. Advantages of teaching a child in his natural language are listed, along with strategies for implementing such an instructional program. Sample program materials are provided, such as a sample schedule of learning activities, lyrics to children's Spanish songs, and instructions for arts and crafts activities. The importance of fathers' participation is emphasized. A list of publishers of picture books and other resources is offered. (JDD)

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ED 380 923

Cover Sheet

Practical Ideas and Resources for Offering a Quality Group Program to Spanish-Speaking Families and Their Infants and Toddlers

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EC 303796

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1a. Issue to be Addressed

Practical curriculum ideas and resources for parents and early interventionists. Reference books, videos, picture books, and other strategies for offering culturally competent services to Spanish-speaking infants and toddlers and their families will be shared.

1b. Rationale/Importance to the Field

Young children of linguistically diverse families are at risk for communication, social, and academic problems when only standard English is considered as the language of instruction. Linguistically diverse children are likely to be found slow in language development if their social interaction and school performance are impeded when they first enter school. (Leving, 1990)

In the 1970's, a considerable amount of research on "language minority children" concluded that students performed best academically in any language when they had a solid proficiency in their home or native language (Cummins, Krashen, Ramirez from dolson & Lopez, 1985). However, these studies had elementary school-aged students as their target population. Little emphasis has been given to the infant/toddler population. Several factors may account for the scarcity of literature addressing this issue.

- Many early intervention programs offer services to linguistically diverse families through home visits done by a home visitor who speaks the family's language.
- Many programs offering classes, workshops, support groups to parents do so through an interpreter.
- Outreach to communities of linguistically diverse families is at the emerging stage in many programs, so this has not been identified.

More and more programs are offering a group option for infants, toddlers and their families. The language of instruction becomes a significant question to be answered, especially keeping in mind the unique needs of the children during these critically formative years. In order to be culturally competent, it is imperative to go beyond translation of what is offered in English.

2. Objective

To offer participants the tools necessary for them to return to their home community to plan and implement a group experience in Spanish for older infants and toddlers.

3. Method and Content

Services to Spanish speaking families, which comprise approximately fifty percent of families currently served by the Hope Infant Family Support Program, have evolved from one-on-one translation, to a more bilingual nature, to monolingual Spanish. The panel which includes a parent, paraprofessionals and a teacher, will share the pitfalls and most importantly the successful ingredients and strategies to offering family-centered services in Spanish as they have progressed through the aforementioned evolution.

4. How Information Will Be Conveyed

In addition to a literature review, participants will be able to:

a)examine sample resources

b)hear a parent's perspective on receiving service in Spanish vs. English

c)receive -a sample language of instruction philosophy

-value statements referring to linguistically diverse families for inclusion in Mission and Vision documents

-copies of complete units that adress a minimum of six activity areas including themetic song and reproducible props

-a list of profit and non-profit agencies that sell and/or offer resources in Spanish

The panel will use a variety of audio-visual components. Their mode of presentation will include information sharing, informal discussion and exhibition of resources among others in order to appeal to the different learning styles of the participants.

5. Usefulness

As states and communities continue planning and implementation of Part H services, practitioners should find the information and materials shared in this workshop extremely valuable, practical, and timely in their quest to meet the needs of the Spanish-speaking community.

6. How Inclusion is Addressed

The families feel very "included" at the prospect of having an option that truly meets their child's needs where siblings and community children are also served. On the other hand one of the continuing frustrations of the panel has been the inability to direct families to other programs designed for typically developing toddlers because of the lack of existing programs in the communities they serve. It is the

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PRACTICAL IDEAS AND RESOURCES FOR OFFERING A QUALITY GROUP PROGRAM TO SPANISH-SPEAKING FAMILIES AND THEIR INFANTS AND TODDLERS

1994 DEC International Conference
St. Louis, MO

Agenda

I Cancion del Sombrero/ Introductions

II Historical Perspective & Research

III HOPE'S Evolution

IV Description of Current Program

V Questions

VI Evaluation

PRACTICAL IDEAS AND RESOURCES FOR OFFERING A QUALITY GROUP PROGRAM TO SPANISH-SPEAKING FAMILIES AND THEIR INFANTS AND TODDLERS

Lead Presenter: Rebeca Valdivia, M.Ed.
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Mentor Teacher

Co--Presenters: Patricia Abarca, Parent of
Special Needs Child
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"El saber no ocupa lugar"

"Saber es poder"

TIMELINE OF SAMPLE RESEARCH

	"Language Minority Children" Performed best academically in any language when they had a solid proficiency in their home or native language.
1970's	(Cummins, Krashen, Ramirez)
	Children's language choice is affected by their interlocuter's (parents) language proficiency and by the language in which they were last addressed.
1981	(Genishi, Zentella)
	Children's language choice is affected by their addressee's social/ethnic identity.
1981	(McClure)
1982	(Greenlee)
	Linguistically diverse children are likely to be found slow in language development if their social interaction and school performance are impeded when they first enter school.
1990	(Leving)

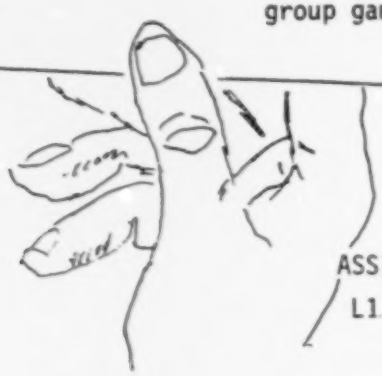
Why is there death of research for 0-5 population?

- Many early intervention programs offer services to linguistically diversed families through home visits done by a home visitor who speaks the family's language.
- Many Programs offering classes, workshops, support groups to parents do so through an interpreter.
- Outreach to communities of linguistically diverse families is at the emerging stage in many programs, so this has not been identified.
- Lack of political and administrative support.
- Lack of adequate financial support.
- System is not taking advantage of parent potential.
- Teacher preparation programs have not adequately trained teachers to meet the needs of language and culturally diverse students.
- Lack of bilingual teachers.
- Recent adoption of Part H.

Bilingual Support Model-- Special Education Teacher (monolingual)

Oral Language (receptive,expressive)
gross/ fine motor
art/ tactile activities
music/singing

social skills
Cognition/problem-solving
functional/ pretend play
group games



ASSISTANT(bilingual)

L1 support to any of the above

COORDINATED SERVICES MODEL

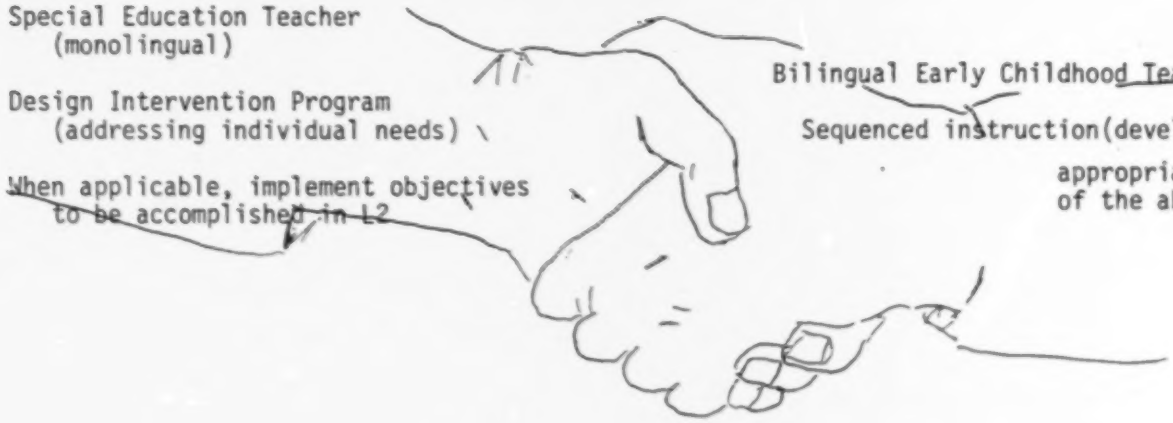
Special Education Teacher
(monolingual)

Design Intervention Program
(addressing individual needs)

When applicable, implement objectives
to be accomplished in L2

Bilingual Early Childhood Teacher

Sequenced instruction(developmentally
appropriate) in all
of the above

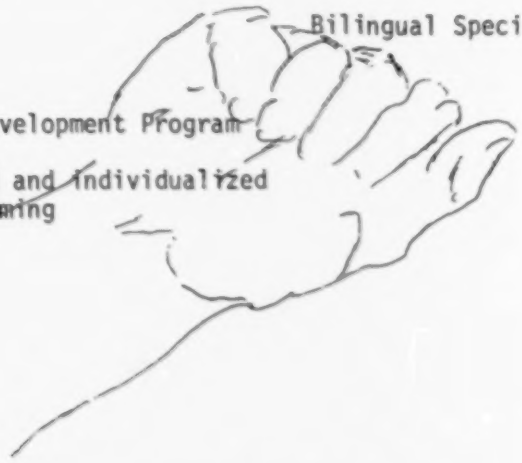


INTEGRATED BILINGUAL SPECIAL EDUCATION MODEL

Bilingual Special Education Teacher

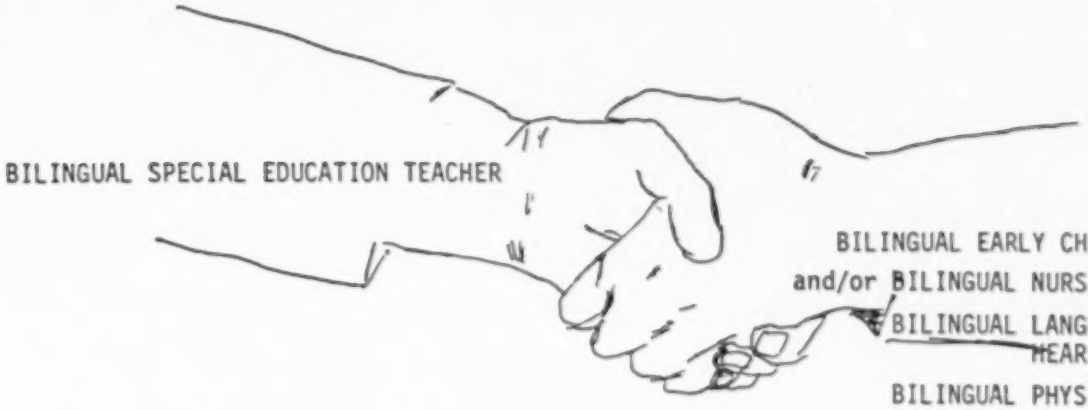
Comprehensive Language Development Program

Developmentally sequenced and individualized
instruction and programming



Based on Alma Ambert & Nancy Dew, Special education for exceptional bilingual students: A handbook for educators(Milwaukee WI:Midwest National Origin Desegregation Assistance Center,1982),P.85.

INCLUSIVE MODEL FOR SERVICES
TO POTENTIALLY BILINGUAL EXCEPTIONAL LEARNERS



The bilingual special education teacher and the bilingual early childhood teacher will work jointly to plan and implement instruction which addresses individualized needs and are in keeping with best practices in early childhood development.

9/94 Developed by Rebeca Valdivia, San Diego County Office of Education/HOPE Infant Family Support Program

Evolution of Spanish Toddler Program at HOPE

Toddler Groups in English

Home programming in English & Spanish

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Toddler Group in English with English-speaking teacher

Bilingual special education assistant in group
when child from Spanish-speaking home wanted group option

****

Toddler Group planned by English-speaking teacher and implemented in Spanish
by bilingual special education assistants
(translation of what was offered in English;
English-speaking teacher improved Spanish skills)

&

Bilingual Toddler Group (much like Head Start in our community)
Sing song in English, then same song sung in Spanish
Give directions first in English, then in Spanish
(confusing, time consuming; feeling that we're meeting everyone's needs)

****

Spanish Toddler Groups (& English Toddler Groups)
Planned and implemented by bilingual teacher and assistants
(more culturally-sensitive, less translations, less confusion)

CHOOSING A LANGUAGE OF INSTRUCTION

THIS DESCRIBES A UNIFORM POLICY FOR CHILDREN FROM NON-ENGLISH SPEAKING FAMILIES ACCORDING TO AN UNDERSTANDING OF BASIC PRINCIPLES OF LEARNING AND HOW LANGUAGE DEVELOPS. THIS POLICY WILL BE IMPLEMENTED CROSS-REGIONALLY WITHIN THE HOPE INFANT PROGRAM.

A SEARCH OF THE LITERATURE REVEALED THAT TEACHING A CHILD IN HIS NATURAL LANGUAGE:

1. WILL FACILITATE CURRICULUM MASTERY (COGNITIVE, LINGUISTIC, SELF AND SOCIAL DEVELOPMENT).

2. OPERATES WITHIN THE LAW OF EQUAL EDUCATIONAL OPPORTUNITY.

3. PROVIDES AN ATMOSPHERE OF LEAST RESTRICTIVE ENVIRONMENT.

4. BUILDS THE CULTURAL STATUS OF NON-ENGLISH LANGUAGES.

RECOMMENDATIONS

1. HOME PROGRAMMING AND TODDLER SCHOOL GROUPS BE CONDUCTED IN THE CHILD'S NATURAL LANGUAGE IN ORDER TO FACILITATE COGNITIVE, LINGUISTIC, AND SOCIAL DEVELOPMENT.

2. SINCE THERE ARE CURRENTLY NO STATE PROVISIONS FOR TEACHING ESL (ENGLISH AS A SECOND LANGUAGE) TO CHILDREN 0-3 YEARS, USE OF THE CHILD'S NATURAL LANGUAGE IS RECOMMENDED.

3. LRE (LEAST RESTRICTIVE ENVIRONMENT) BE DETERMINED BY LANGUAGE ENVIRONMENT, NOT JUST PEER EXPOSURE AND PARENT PARTICIPATION OPPORTUNITIES.

4. DEMONSTRATE RESPECT AND VALUE FOR NON-ENGLISH SPEAKING CHILD/FAMILY BY ACKNOWLEDGING NATURAL LANGUAGE PROFICIENCY OF THE HOME AND CULTURAL LINGUISTIC ATTACHMENT.

5. USE BILINGUAL STAFF, FAMILIAR WITH THE CULTURAL IDIOMS AND TOTAL SPAN (CONTENT, FORM, USE) OF THE CHILD'S NATURAL LANGUAGE.

(HOW THIS "TRANSLATES" FOR YOU)

STRATEGIES FOR IMPLEMENTING THE PRIOR RECOMMENDATIONS

1. USE CULTURAL SENSITIVITY WHEN USING MUSIC AND FINGER PLAYS. THIS INCLUDES USING LINGUISTIC INTERPRETATION, RATHER THAN "TRANSLATIONS." WORDS, INTONATION, CONCEPTS AND MELODIES DO NOT CROSS LINGUISTIC BARRIERS IN ORDER TO FACILITATE LEARNING. A MODE OF DELIVERY (EYE CONTACT, GESTURES, ANIMATION, VOLUME) VARIES CROSS-CULTURALLY.

2. MAKE CLASSROOM ENVIRONMENT (BULLETIN BOARDS, FOODS, BOOKS, MUSIC, HOLIDAYS, ETC.) RELEVANT TO THE STUDENT'S CULTURE.

3. UTILIZE PARENTS, SCHOOL PERSONNEL, VOLUNTEERS AND MEMBERS OF THE COMMUNITY AS RESOURCES TO HELP PROVIDE CULTURALLY AND SOCIO-LINGUISTICALLY APPROPRIATE ACTIVITIES.

4. EACH ADULT SHOULD SPEAK ONLY ONE LANGUAGE AT A TIME DURING EACH LESSON/ACTIVITY. AVOID USING WORD-BY-WORD, SENTENCE-BY-SENTENCE TRANSLATIONS OR IMMEDIATE TRANSLATIONS (ONE SENTENCE IN ENGLISH FOLLOWED BY ONE SENTENCE IN NON-ENGLISH).

5. IN ORDER TO FACILITATE LANGUAGE PROFICIENCY, USE LESSONS DESIGNED AROUND COMMUNICATING SIGNIFICANT MESSAGES AND GETTING SPECIFIC NEEDS MET OR TASKS ACCOMPLISHED WITH LANGUAGE.

6. USE A SLOWER SPEECH RATE, CLEAR ARTICULATION, SIMPLE AND SHORT SENTENCES, CONTROLLED VOCABULARY IN MEANINGFUL CONTEXT (MEANINGFUL FOR THE CHILD'S DEVELOPMENTAL LEVEL AND HIS/HER CULTURAL EXPOSURE).

7. USE A "HEAR-AND-NOW" FOCUS AND CONTEXTUAL CUES TO HELP CONVEY MEANING. TALK ABOUT WHAT IS HAPPENING IN THE IMMEDIATE ENVIRONMENT. THIS REFLECTS THE COMMON INTEREST OF TEACHER AND CHILD.

8. MODEL SIMPLE, CONVERSATIONAL INTERACTION BY USING ANOTHER ADULT OR A CHILD'S PEER WHO IS SLIGHTLY ADVANCED IN LINGUISTIC PROFICIENCY.

9. PROVIDE A RICH LANGUAGE ENVIRONMENT.

10. FOCUS ON "GETTING THE MESSAGE ACROSS" RATHER THAN ON "TEACHING LANGUAGE."

11. MOVE THE CHILDREN FROM THE KNOWN TO THE UNKNOWN. USE FAMILIAR WORDS, OBJECTS AND EXPERIENCES AND RECOMBINE THEM WITH SOMETHING NEW.

Language of Instruction

– an Interstate Coordination Committee report

Recent research shows that in order to experience success in his academic, social and personal life, the young child needs to be instructed in his native language. Within the early childhood education program the child should be encouraged to develop a solid communication base in the language of his family. It is within the family that most time will be spent and language will be spoken during the formative years.

Skills and pride in the home language will promote a strong sense of identity and a bond with his family that may help carry the child through other high risk situations in the future. The utilization of his primary language avoids the stifling effects on his creativity and self-esteem. The child must experience immediate and continuous success in dealing with his environment through the use of his language. The acceptance of his language which is part of his culture is of utmost significance to the development of his self esteem and consequently his success in school.

Failure to develop the first language will impede the progress of the second language and can result in a subtractive bilingual situation (a child who is limited in both languages). The strong connection between the ability to formulate ideas and the development of language suggests that limited language speakers are also not good learners. Conversely, research on the well-developed bilingual child indicates that bilingual children demonstrate higher intelligence on IQ tests than their monolingual counterparts.

This committee recommends that the following strategies and policies be utilized for the development of programs that develop the child's native language as a vehicle of instruction in the early years.

Instruction in the native language

- Recognize that the parents are the child's first educators, and that they and their culture must be included as a part of the school environment and the process of learning.

- Utilize the extensive research on successful strategies in the instruction of the Potentially Bilingual (PB) child.

- Instruction in effective language development techniques as well as successful techniques in English as a Second Language (ESL), such as Total Physical Response (TPR), and Whole Language.

Taken from National Preschool Coordi nation Project
1527 West Lewis St. San Diego, CA 92103

• If the child's first language is not promoted and honored a communication breakdown may occur within the family over time.

We realize that many obstacles will impede this process (i.e.)

- lack of awareness of research
- lack of political and administrative support
- lack of adequate financial support
- system is not taking advantage of parent potential
- teacher preparation programs have not adequately trained teachers to meet the needs of language and culturally diverse students
- lack of bilingual teachers

Possible Solutions

- Local, state and national organizations such as Association of Mexican-American Educators (AMAE), National Association of Bilingual Educators (NABE), California Association of Bilingual Educators (CABE) and National Hispanic Council need to be advocates of change.

- Legislative representatives need to be advocates of change, also individuals need to write and call legislators.

- Districts need to coordinate/implement/institutionalize programs that meet the needs of the Potentially Bilingual (PB) child.

- Parents should be made to feel that they are partners in the education of their children.

- Training at the college and university level in multicultural education and in first and second language development must be implemented/increased.

- Bilingual staff should be hired and trained. Ongoing in-service staff development should be provided to build and maintain skills.

- Programs should seek to develop a common and cohesive philosophy about the importance of language development

  in the education of young children and the appropriate roles of the home language and the second language.

Committee members: Marion Herrera, Bertha López, Concha Mora and Belia Reveles

Why Choose One Language?

Research indicates that children who acquire language according to "normal" timeliness and develop fluency in their primary language, more easily learn English and are more likely to achieve academic success.

Fluency in a child's <u>first</u> language:

- Provides a solid language foundation which facilitates learning a second language.
- Is crucial to success in school.
- Allows language to be learned in naturally occurring, culturally appropriate context.
- Acknowledge parents as the primary teachers.
- Allows parents to enrich their child's vocabulary and encourage more complex thinking.

Children instructed in their primary language benefit by:

- Progressing at or above their English speaking peers in English, language, math, and reading.
- Increasing opportunities for parent involvement.
- Developing self esteem.
- Valuing a child's culture and language.

San Diego County Office of Education
HOPE Infant Program
Language, Speech and Hearing Specialist

¿POR QUE ESCOGER UN IDIOMA?

Las investigaciones indican que los niños que aprenden un idioma de acuerdo a los límites de tiempo "normales" y desarrollan fluidez en su idioma inicial (materno), pueden aprender el inglés con más facilidad y es más probable que puedan tener éxito en la escuela.

La fluidez o soltura del primer idioma en un niño:

* *Proporciona una base sólida que facilita el aprendizaje de un segundo idioma.*
* *Es determinante para el éxito en la escuela.*
* *Permite que el aprendizaje se lleve a cabo en situaciones normales, y dentro del contexto cultural apropiado.*
* *Reconoce a los padres como los primeros maestros*
* *Permite que los padres enriquezcan el vocabulario de su niño y lo animan a usar actividades que lo pongan a pensar más intensamente.*

Los niños que son instruídos en su lengua materna se benefician:

* *Progresando al nivel o arriba del nivel de inglés de sus compañeros en inglés, lenguaje, matemáticas y lectura.*
* *Aumentando las oportunidades para la participación de los padres.*
* *Desarrollando mejor auto-estima.*
* *Valorando su propia cultura e idioma.*

San Diego County Office of Education
Hope Infant Program
Language, Speech and Hearing Specialist

SRA. ABARCA'S INSIGHTS

Filosofía de Participación de Padres

Nosotros que trabajamos en el Programa HOPE creemos que los padres conocen a sus hijos/as mejor que nadie y que los padres son los primeros maestros y las personas que tienen más influencia sobre el desarrollo de sus niños.

Por esta razón involucramos a los padres desde el principio en nuestro trabajo con los niños/as. De acuerdo y en continuación de esta filosofía, los invitamos a ustedes, los padres a continuar su participación ahora que su hijo va a empezar a participar en un grupo o clase de niños pequeños (parvulitos).

Esperamos que en el grupo ustedes tengan la oportunidad de:

1) Hacer posible que su hija/o aprenda lo maximo dentro de sus habilidades. A esta edad, un niño pequeño todavía puede necesitar que su madre/padre este presente para sentirse seguro.

2) Aprender de los otros padres y de las maestras acerca de las razones, las maneras, la variedad de actividades que haremos con los niños.

3) Practicar nuevos y diferentes modos de relacionarse con su hijo en la clase antes de usar estos modos en su casa.

4) Conectarse con otros padres para compartir frustraciones y triunfos y a la misma vez aprender de otros recursos disponibles en su comunidad.

5) Hacer preguntas sobre lo que se hace en el salón e averiguar porqué se hacen esas cosas, actividades. Asi cuando su hijo/a cumpla los tres años usted pueda sentirse comoda/o al seguir averiguando que se hace en las clases de su hijo/a.

6) Ver lo que nosotros consideramos son las mejores practicas de educación de niños pequeños. Asi puede usar este modelo como una base cuando observe otros programas de niños pequeños.

7) Participar junto con nosotros de una manera que se sientan comodos y no apresurados.

¿Quién es Johnny?

¿Quién es Johnny?
¿Quién es Johnny?
Es un niño, creo yo,
que sonrie, juega y llora,
en su mundo que encontró.

¿Quién es Johnny?
¿Quién es Johnny?
La maestra preguntó.
Ni un ruido, voz o seña
ni un suspiro se oyó.

¿Quién es Johnny?
¿Quién es Johnny?
Ya un eco se formó.
Y por fin se para
un niño y llorando reclamó,
'Teacher, Teacher, no soy Johnny.
Simplemente Juan soy yo.'

Mary Zapata Huerta
Texas Bilingual Teacher of Year

ESTA CLASE ES UN JARDIN

CADA NIÑO ES UNA FLOR

LA MAESTRA ES LA JARDINERA

QUE LOS CUIDA CON AMOR

MIENTRAS CREZCO

Por Favor...

Entiende que estoy creciendo y cambiando muy rápido. Debe ser difícil seguir mi ritmo, pero por favor, inténtalo.

Escúchame y dame respuestas claras y cortas a mis preguntas. Así querré seguir compartiendo mis pensamientos y sentimientos.

Recompénsame cuando diga la verdad. Así no te tendré miedo ni te diré mentiras.

Dime cuando cometes errores y lo que has aprendido de ellos. Así puedo aceptar que yo estoy bien aunque cometa equivocaciones.

Ponme atención y pasa tiempo conmigo. Así te puedo creer que yo soy importante y que valgo mucho para tí.

Haz tú las cosas que quieres que yo haga. Así tengo un buen modelo que puedo seguir.

Confía y respétame. Aunque sea más pequeño tengo sentimientos y necesidades al igual que tú.

Estimúlame y valórame. Así me sentiré a gusto conmigo mismo, y querré seguir dándote gusto.

Ayúdame a explorar mis intereses, talentos y potencial. Para poder ser feliz, necesito ser yo mismo, y no tú o alguien más que quieres que yo sea.

Sé un individuo y crea tu propia felicidad. Así me enseñas lo mismo, y puedo vivir una vida feliz, exitosa y plena.

¡Gracias por escucharme, te quiero mucho!

Extracto del videocassette "Succesful Parenting", desarrollado por Helene Rothschild, M.A.

BEST COPY AVAILABLE

WHO KNEW?

C.P.... Who really knew?
What changes these two letters could put us through.
You feel as if your world is turned about.
And your child's future is filled with doubt.

But the frustrations that others see
Stem not from my child but from me.
For what others do not know,
Is what we go through as they grow.

The organizations that are set up to help us,
Only seem to add to the confusion, the muddle and fuss.

It would take several years to figure them out.
You feel so frustrated; you just want to shout.
At times, you feel it's not your child who is disabled,
But maybe it's really those agencies that gave her that label.

But little by little, as your **work** your way through,
You realize it was worth everything you had to do.
'Cause when you see your child reach her goal,
You as a parent have never felt so whole.

Tracey Leonard

¿QUIEN SABRIA?

P.C. ¿quiénes realmente sabrían
En qué cambios estas dos letras me pondrían?
Sientes como si tu mundo se volteara,
Y el futuro de tu pequeño de dudas se llenara.

Y lo que otros ven como frustración,
No es por mi niño, sino mi situación.
Ya que lo que ellos no conocen,
Son las cosas por las que atravesamos cuando crecen.

Y las organizaciones creadas para ayudarnos
Sólo parecen, aún más, inquietarnos, confundirnos y alterarnos.

Se toman varios años para averiguar,
Y te sientes tan frustrada que sólo quieres gritar.
A veces, sientes que no es tu pequeño quien está afectado,
Sino, tal vez, son realmente las agencias quienes lo han etiquetado

Pero poco a poquito, a medida que vas saliendo,
Te das cuenta que vale la pena **todo** lo que estás haciendo.
Porque cuando ves que tu pequeño llega a la meta,
Tú, como padre o madre, nunca te sentiste tan completa.

Trad. por MaryPaz Porras

PICTURE BOOKS

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919 Inspiration Lane
Escondido, CA 92025
(619) 741-5260
(Picture books, nice assortment)

Hampton-Brown Books
P. O. Box 223220
Carmel, CA 93922
(1-800) 333-3510
(Picture books)

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CURRICULUM

Edumate Educational Materials
2231 Morena Blvd.
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Constructive Playthings
1227 E. 119th Street
Grandview, MO 64030

(Culturally diverse materials for anti-bias curriculum)

FOR STAFF

MEP (Midwest European Publications) Inc.
School Division
915 Foster Street
Evanston, IL 60201-3199

(Resources for staff to improve/learn Spanish)

PARENT RESOURCES

Altschul Group Corporation
1560 Sherman Ave., Suite 100
Evanston, IL 60201
(1-800) 421-2363

(Parenting videos)

World Educational Guild, Inc.
3460 Torrance Blvd., Ste. 101
Torrance, CA 90503
(1-800) 648-4846

(Picture books and resource books for parents)

YO SOY ASÍ

Fecha	20 de septiembre	22 de sept.	27 de sept.	29 de sept.	4 de octubre	6 de octubre	11 de octubre	13 de octubre
Llegada	Una variedad de juegos y actividades que promuevan el mejoramiento de las habilidades y destrezas de los niños se ofrecerán para que disfruten juntos.							
Bienvenida	Una variedad de canciones acompañadas de movimientos sobre el tema "Yo Soy Así" se cantarán. Vea la página adjunta.							
Arte	Colorear libros		pintar con las manos	y los pies	sombrero de fiesta	Khamsas	pegar recortes	
Mesa Sensorial	lavar bebés	(muñecas)		harina de maíz			arroz perfumado	
Actividad Especial	burbujas		crema de afeitar		plastilina		masa especial	
Motor fino	botes con fichas		hacer muñecas de	guantes	hacer collares		monos de	
Juego creativo	papel cortado fino		calcomanías			bolsas con crema de afeitar		
Actividad de todo el grupo	paracaidas con muñecas		juego de guantes		juego de boliche		pegarle a la bolsa	
Bocadillo	cereal/ galletas	manzana molida	cubos de gelatina	diferentes bocadillos	Cerelac	sopa de arroz	galletas con crema de cacahuates	sopa de fideos
Afuera	Varios equipos de juego estarán al alcanze de los niños para que ejerciten su balance, habilidad de moverse y de planear sus movimientos. Cuando este lloviendo o muy frío, jugaremos adentro.							
Despedida	Terminamos nuestro día con un tiempo de lectura y más canciones.							

CANCIONES

Canción de Bienvenida

Hola, amigo
Hola, amiga,
¿Cómo estás?
¿Cómo estás?
Yo estoy bien
Yo estoy bien
Tú también
Tú también

Ahora Vamos a Jugar

Terminamos, terminamos
Terminamos de cantar
Guardemos los tapetes y
Ahora vamos a jugar

Si Tú Tienes Ganas

Si tú tienes muchas ganas de cantar,
tra la lá
Si tú tienes muchas ganas de cantar,
tra la lá
Si tú tienes la razón, y no hay oposición,
no te quedes con las ganas de cantar
tra la lá
Si tú tienes muchas ganas de reir,
ja ja ja
(bailar, cha cha cha,)
llorar, buuu

Canción del Sombrero

Quién es ese niño, caramba
que esta aquí
Bajo el sombrero, caramba
sentado ahí

Canción de Transición

(de una actividad a otra)
Ahora vamos a cantar
(Comer, Jugar, etc.)
a cantar, a cantar
Ahora vamos a cantar en el círculo
(en la mesa, afuera, etc.)

Canción de Despedida

Les damos la despedida,
les damos la despedida
Les damos la despedida,
de todo corazón.
De todo corazón,
de todo corazón
Les damos la despedida,
les damos la despedida,
Les damos la despedida,
les damos la despedida,
de todo corazón.

¡Qué Linda Manita!

Qué linda manita (voltear las manos)
que tiene el bebé
qué linda, que mona
qué bonita es.

Pequeños deditos (mover manos en círculos)
rayitos de sol
que gire, que gire
como un girasol.

Mi Carita

Una boquita para comer
una naricita para oler
dos ojitos para ver
dos oídos para oir
y la cabecita para dormir

Los Deditos

Pongo los deditos para adentro
Pongo los deditos para afuera
Pongo los deditos derechitos
y me razco la nariz ¡atchis!

Juanito

Juanito cuando baila,
baila, baila, baila
Juanito cuando baila,
baila, baila con el dedito
con el dedito, ito,
ito así baila Juanito
Juanito cuando baila,
baila, baila, baila
Juanito cuando baila,
baila con el pie, pie, pie
con el dedito, ito, ito,
así baila Juanito

Juanito cuando baila.....
la rodilla, dilla, dilla.....
con la cadera, dera, dera.....
con la mano, mano, mano.....
con el codo, codo, codo.....
con el hombro, hombro, hombro.....
con la cabeza, eza, eza, eza.....

Pim-Pon

Pim pon es un muñeco
muy guapo de cartón
se lava la carita
con agua y con jabón

Pim-pon dame la mano
en un fuerte apretón
que quiero ser tu amigo
Pim-pon, Pim-pon, Pim-pon

ALL
ABOUT
ME!
Yo
SOY
ASÍ!

WELCOME/BIENVENIDOS-Background 1/2 of 1 white twin flat sheet commercial
bordertrim- Multi-colored construction paper- Boy & Girl cutouts- child s name can be printed across bottom of girl s dress & boys shirt.

(U SU) HSI-

33

background 1/2 of 1 white twin flat sheet-commercial bordertrim- boy & Girl are cut from standard sized posterboard-painted or colored with skin-tone colored crayons,feltpens. or acrylic paint- yarn braids(masking taped to back of girls then stapled to bulletin board.) then dressed with toddler sized(18 mo s or 2T)clothes.

GLOVES

Glove Dolls

To make each doll, stuff a clean cloth glove with polyester fiberfill and sew the glove closed. Use permanent felt-tip markers to add facial features to the glove dolls. Set out the dolls and let the children play with them.

Glove Puppet

Use permanent felt-tip markers to draw the face, hair and clothes of a different character on each fingertip of a clean cloth glove. Put the glove on and use it while you tell a favorite story or sing a favorite song to the children. Make a different glove puppet for each story or song.

Variation: Draw characters on child-sized cloth gloves. Let the children wear the gloves and pretend to make the characters talk.

ECUADOR

Fiesta Headdresses

In mountainous areas of Ecuador, in the provinces of Cotopaxi and Tungurahua, people hold a winter fiesta every year with special costumes and dances in preparation for planting. The men dance in the streets and plazas to drummed rhythms and melodies from flutes called *pinguyo* and panpipes called *rondador.* They wear painted hats, frequently bowlers, with coins suspended around the brim. It is an honor to be one of the *danzante,* who rent their costumes from the families who own them.

The fiesta headdresses sit on top of the hats, covering the curved crown and resting on the brim. They are made of fabric with a collage of buttons, charms, and ribbons that symbolize wealth. Feathers and ribbons stream down the back, making a *cola,* or tail. In addition to the fiesta headdresses, the dancers wear masks and costumes embroidered with foil, braid, and ribbon.

HOW TO MAKE A

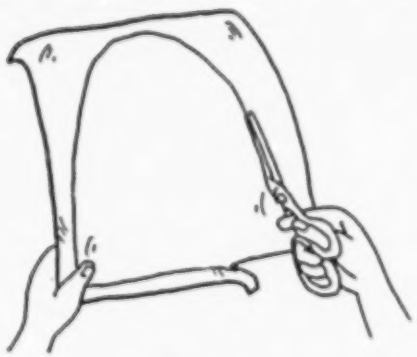
Fiesta Headdress

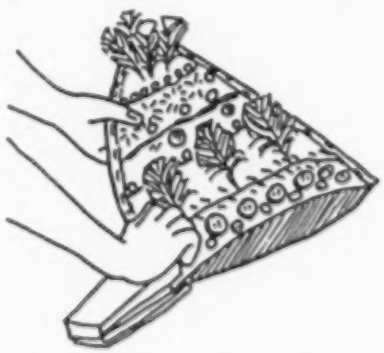
Materials

- scissors
- stapler
- feathers, buttons, fabric scraps, rick rack, sequins, glitter
- glue
- ribbon
- crayons or craypas
- brown paper (from recycled grocery bags)

Directions

1. Cut 2 inverted U shapes out of brown paper for each student. These form the front and back of the headdress. Make sure that both pieces are wide enough so that when the bottoms are stapled together they will fit over your students' heads.
2. Draw designs on the paper with crayons or craypas. Experiment with different types of lines: straight, squiggly, zigzags, dotted, thick, thin, and so forth.
3. Decorate by gluing on feathers, buttons, fabric scraps, rick rack, sequins, and glitter. Let dry.
4. Staple the 2 shapes together at the bottom.
5. Staple on ribbons.





Follow-up

- Have your students wear their fiesta headdresses in a parade around your school.
- Invite students to wear their fiesta headdresses during music and movement time.

Khamsas (Good Luck Hands)

Hands have always been symbols of strength and power. *Khamsas* are amulets, or good luck charms, in the form of a hand. They originated in Morocco and spread among many Mediterranean cultures.

The word *khamsa* means "five" and refers to the five fingers. Khamsas are often so stylized that it is hard to recognize them as hands. Sometimes khamsas are five circles (fingers) placed around a central circle (palm). A khamsa with spread fingers is an averting hand, while a closed, fingered hand brings good luck.

Khamsas that are worn as pendants are frequently made out of silver. The silver in sheet metal form is bent into the shape desired and soldered. To make a filigree khamsa, silver wire is twisted or braided together to form a thick rope that is then bent into different shapes and designs. The filigree can also be attached to a background of sheet silver. Some khamsas have good luck animals, like salamanders, incorporated into their designs. Others have precious stones and gems set into the metal.

HOW TO MAKE A

Khamsa

Materials

- pencils
- scissors
- glue
- sequins
- 2 pieces of metallic foil paper or regular construction paper, 6½ × 10 inches, in different colors, for each student

Directions

1. Place your hand on the first piece of paper, making sure it fits within the edges. Position fingers in a way that pleases you.
2. Trace around your fingers, hand, and wrist.
3. Cut out the shape of your hand. Save the scraps.
4. Draw shapes and designs on the second piece of paper that will fit within the hand shape.
5. Cut out the shapes and glue them onto the khamsa.
6. Add more shapes of the contrasting color, or build on top of the shapes with scraps of the original color.
7. Glue on sequins. Let dry.

Follow-up

- Mount khamsas on cardboard or construction paper and display by hanging them around your classroom doorway.
- Have students write good luck wish poems, stories, or notes.
- Students can make mini-khamsas out of construction paper and wear them on string necklaces.

Estimados Padres,

El verano ya llegó y con el viene el calor. Durante esta temporada las familias aprovechan de ir a la playa, al parque, de campamento, o no mas jugar afuera con los niños más seguido. En la Escuelita Infantil trataremos de capturar lo bonito de esta temporada al aprender, cantar, y leer sobre el mar, el picnic, el agua etc.

El vocabulario clave sera:

agua	pez/pescado
marinero/a	Popeye
picnic	fuente
calor	conchita

Nos gustaría hacer un picnic el 26 de julio en un parque cerca de Orange Glen High School. Les daremos más detalles cuando se acerque la fecha. Como vamos a jugar con agua casi todos los dias, seria buena idea que trajeran por lo menos una camiseta extra en caso que se mojen los niños.

Sinceramente,

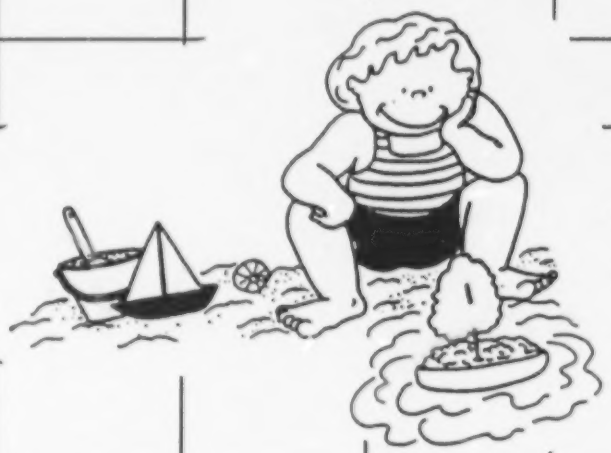
Rebeca Valdivia
Rebeca Valdivia

Norma García
Norma Garcia

Chrys Miller
Chrys Miller

PASANDOLO BIEN DURANTE EL VERANO

Fecha	5 DE JULIO	12 DE JULIO	19 DE JULIO	26 DE JULIO
Llegada	Una variedad de juegos y actividades que promuevan el mejoramiento de las habilidades y destrezas de los niños se ofrecerán para que disfruten juntos.			
Bienvenida	Una variedad de canciones acompañadas de movimientos sobre el tema "Pasandolo Bien Durante el Verano" se cantarán. Vea la página adjunta.			
Arte	estampados de pescados	arte de conchitas de mar	pescaditos en el estanque	TENDREMOS UN PICNIC
Mesa Sensorial	barquitos en el agua	barquitos y pescados en el agua		HOY
Actividad Especial	Masa especial		dibujar afuera con jiz	
Motor fino	igualar objetos			
Juego creativo	vamos de picnic			
Actividad de todo el grupo	paracaidas	aventar bolsitas	banda de ollas	
Bocadillo	hacer licuado	hacer budin	paletas	
Afuera	Varios equipos de juego estarán al alcanze de los niños para que ejerciten su balance, habilidad de moverse y de planear sus movimientos. Cuando este lloviendo o muy frío, jugaremos adentro.			
Despedida	Terminamos nuestro día con un tiempo de lectura y más canciones.			



Canciones del Verano

Un Pececito

Un pececito en el fondo del mar
movió su colita y se puso a nadar
con otro amiguito se fué a pasear
pero su mamita lo fue a buscar

Un Coco - Trabalenguas

Compadre compreme un coco
compadre no compro coco
porque como poco coco
poco coco compro

El Chorrito

Ayá en la fuente
habia un chorrito
se hacía grandote
se hacía chiquito
(se repite)
Estaba de mal humor
pobre chorrito tenía calor

La Vibora de la Mar

A la vibora, víbora de la mar
de la mar
Por aquí pueden pasar
los de adelante corren mucho
y los de atrás se quedarán

Popey

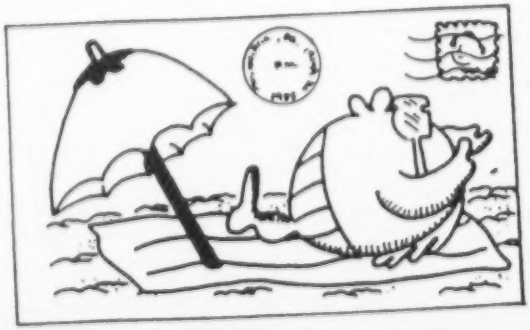
Mi abuelo fué marinero
Mi padre tambien lo fué
y yo que tambien soy un buen marinero
¡me llaman el gran Popey!

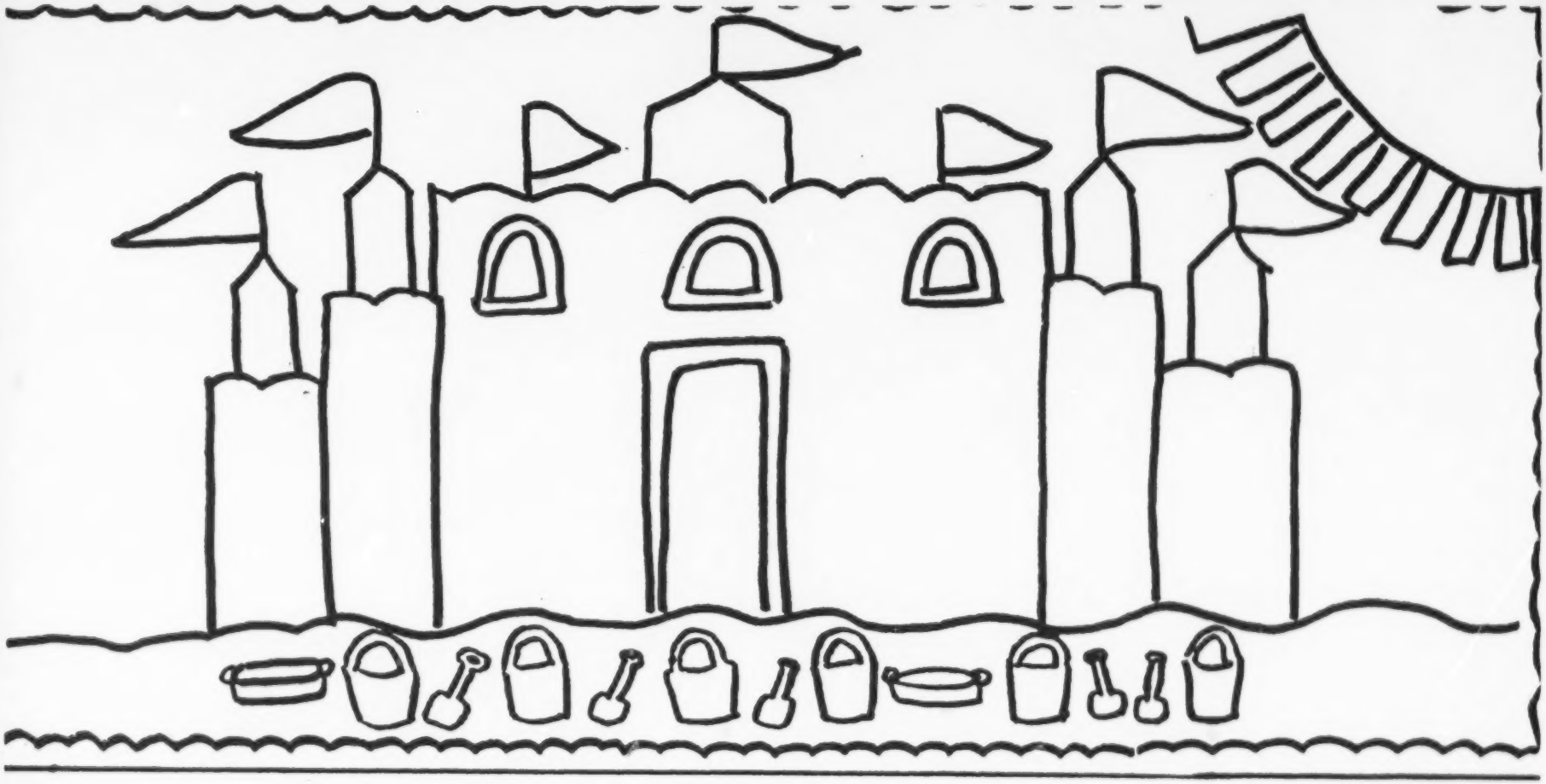
RV:LC

El Fondo de la Mar

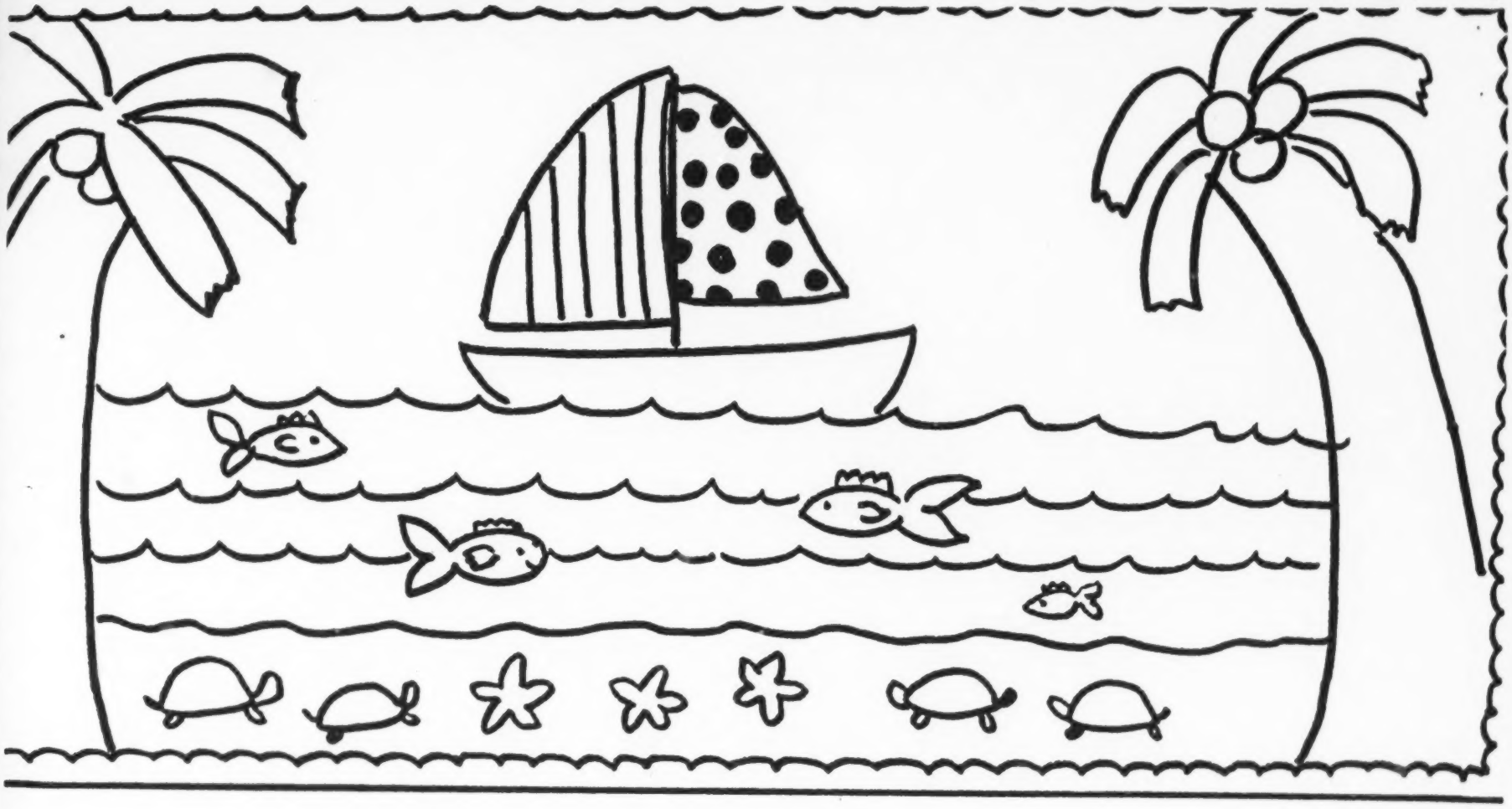
Hay un *balde* en el fondo de la mar
hay un *balde* en el fondo de la mar
hay un *balde*
hay un *balde*
hay un *balde* en el fondo de la mar

Hay una *estrella*
conchita
pescado
barco





SANDCASTLE-
Background 1/2 of white or light blue twin flat sheet commercial border-trim. Sand area and castle cut from standard sized poster board in sectionsmain section and side turrets- then placed face down in clean sand box-when dry, put glue on main section for door & windows then place in sandagain-cut flags from variety of construction paper-yellow sun rays, multi-colored shovels & pails-Children s names can be printed on flags,pails,shovels,sun rays-then stable to sheet.



FISHIES IN THE SEA-
Ocean-strips of blue/blue green tissue paper. Fish -construction paper & irridescent twisted paper for fins & tails. Sailboat-wallpaper scraps. Palm trees- trunks-brown construction paper, leafs-green twisted paper, coconuts-brown textured wallpaper scraps. Sand-poster board with sand glued on top. Starfish-wallpaper scraps. turle- 1/2 of paper plate painted green, brown construction paper head & tails.

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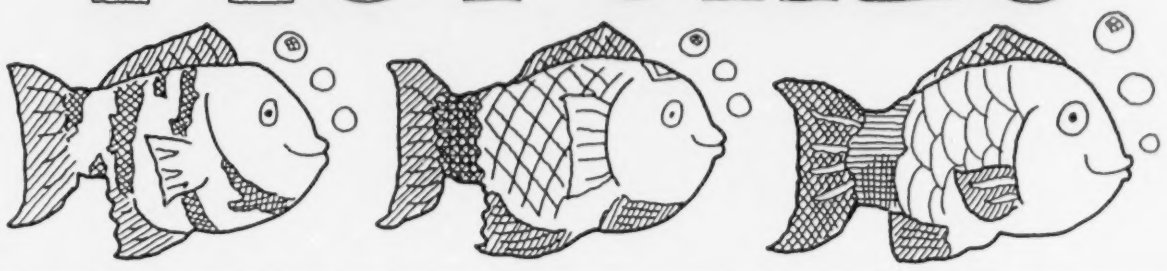
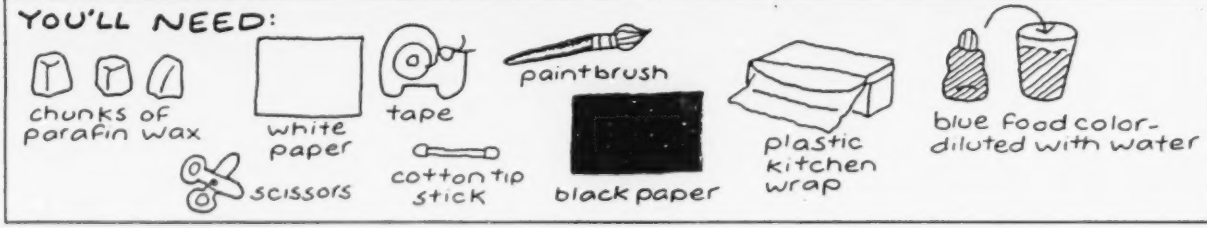
FISH BOWL PICTURES



YOU'LL NEED:



WHAT TO DO:

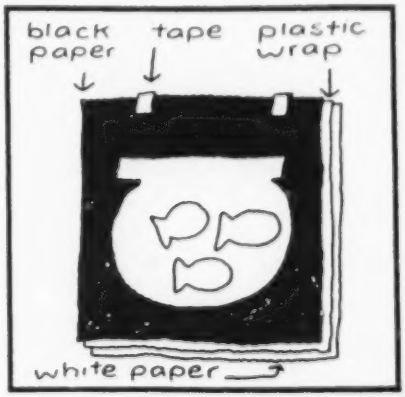
1. Draw fish shapes on white paper with parafin wax chunks. (Shapes will be almost invisible)

2. Using a cotton tip stick or paintbrush, wash diluted food color over entire paper. Let dry thoroughly.

3. Frame painting by cutting out a fish bowl shape in middle of black paper.

4. On the back, tape down a piece of plastic kitchen wrap. From the front, the page will look like a glass fishbowl.

5. Finally, tape fish painting to back of black paper so fish appear to be swimming in the "bowl."



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Directions

* See page 7 for steps I., 2., 3., and covering instructions.
* Cut carton as shown leaving extension at least as long as carton is deep.
* Cut door into extension flap.
* Fold extension down and tape it to sides using waterproof tape.
* Tape spout shut with waterproof tape.
* Use a waterproof glue to glue an empty spool on top for top smoke stack.
* Sail away in a pool of water.

Languages

* English: **Boat**
* French: **Bateau**
* German: **Boot**
* Spanish: **Bote**
* Swedish: **Båt**

* American Sign Language:

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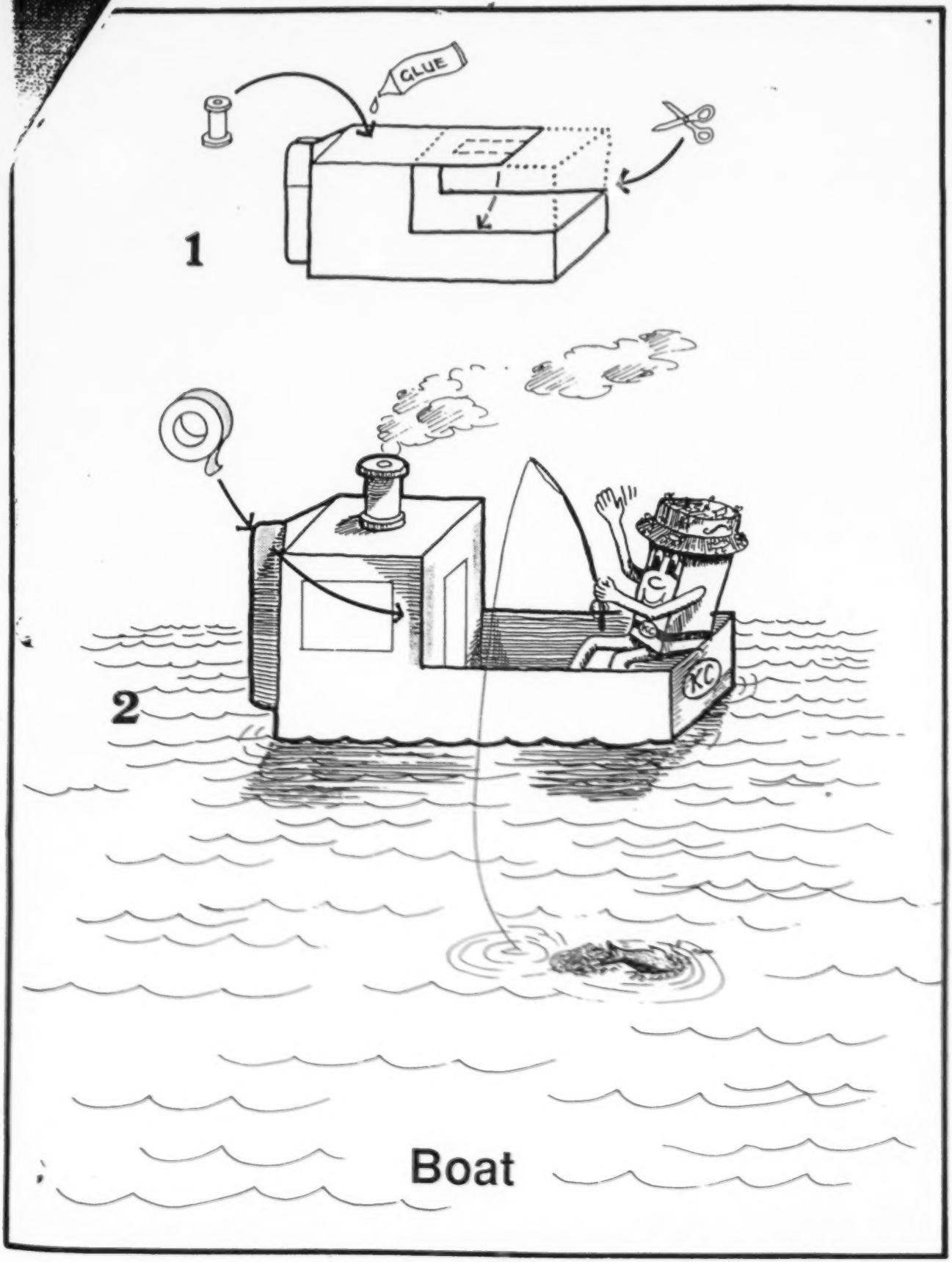

Boat